



Reform Redesign Report

Greenfield Union Elementary-Middle School

Detroit City School District

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Greenfield Union Elementary/Middle School is located on 420 W. Seven Mile Road and Charleston between Woodward and John R. Based on the DPS profile, Greenfield Union's student population for 2012-2013 is 385 students enrolled in Pre-K to eighth grade. Currently there are 127 students enrolled in grades five through eight housed in the main building and 258 students enrolled in Pre-K through fourth grade that are housed in the Early Learning Center.

The demographic data that was collected on student ethnicity, socio economic status, education of parents, and school enrollment trends shows that 96% of the population is African American and the other 4% were of other ethnicities. In the past three years, our Arab ethnicity population has declined as a result of migration to Oakland County. 100% of the population qualifies for a free lunch according to the federal guidelines. The results indicate that the area in which Greenfield Union resides in has a 48.4% population that is below poverty level. School enrollment peaks in pre-k through third grade, drops in fourth, and picks up again in grades five through eight.

Greenfield Union sits in the heart of Chaldean Town that houses many Arab American and Chaldean support agencies that serve the needs of families. The Arab American Chaldean Council is one of the many services and support avenues Greenfield Union works with. The students and parents are given the help and opportunities to be successful through various support avenues such as afterschool tutoring, counselors and psychologist expertise, and a nurse that provides health services at Greenfield Union. In the past three years, student enrollment has decreased due to increase in the neighborhood crime rates and decline in occupied homes and security status. However this community has much potential and shows there is an investment in the neighborhood as shown through planted gardens, greenhouses, churches, and abandoned houses have been torn down, allowing for newer attractive homes to be built. As a result, the neighborhood status continues to improve in this community.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Greenfield Union Elementary/Middle School is committed to continuous improvement to become an exemplary learning community that create a collaborative culture that ensures all students learn. Greenfield Union Elementary/ Middle School is home to some of Detroit Public Schools' finest students. Many of our eight grade students move forward to attending premier high schools, and attend and graduate from colleges and universities. Some students have returned as guest speakers during various school activities and at eight grade promotion ceremonies. Greenfield Union has been a two time Skillman Awards winner and was also the recipient of the Kellogg "Generation with a Promise" Award. Through partnerships with the University of Michigan, General Motors, the Arab Chaldean Council, and the Children's Aid Society, Greenfield Union offers many programs and learning opportunities for the students. The students and parents are given various support avenues to help them be successful. These include programs such as afterschool tutoring, Accelerated Reading and Math, Media Club, Book Club, Science Club, Student Government, Computer Club, Fresh Fruits and Vegetables Grant, Mobile Dentist, Eye Glasses Screening, Volunteer Reading Corp, Church/Civic Mentors and Tutors, St. James Episcopal Church Volunteers, Foster Grandparents Volunteers through Catholic Social Services, expertise from counselors, psychologist, social worker, and a nurse that provides a series of health education segments.

The priority goal for Greenfield Union is to provide a climate that fosters instructional collaboration, implement a relevant and rigorous curriculum that is aligned to the common core, the curriculum benchmarks, and to grade level content expectations designed to ensure that all students have opportunities to exceed local, state, and national standards. Greenfield Union continues to foster a community of trust and mutual respect in a physically safe and well-maintained learning environment. Through the implementation of the curriculum, all students will be on track to be college/career ready in literacy, math, science and social studies.

Greenfield Union Elementary/ Middle School is dedicated to educating the whole child by creating an atmosphere conducive to learning where education is cherished, nurtured and appreciated. Our students are expected to be productive, technologically literate, life-long learners, educated in a clean, safe and caring learning environment. Greenfield Union Elementary and Middle School is committed to continuous improvement to become an exemplary learning community that create a collaborative culture that ensures all students learn. Greenfield Union provides a climate that fosters instructional collaboration, implement a relevant and rigorous curriculum that is aligned to the common core, the curriculum benchmarks, and to grade level content expectations designed to ensure that all students have opportunities to exceed local, state, and national standards. Greenfield Union continues to foster a community of trust and mutual respect in a physically safe and well-maintained learning environment. Through the implementation of the curriculum, all students will be on track to be college/career ready in literacy, math, writing, science and social studies.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

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Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Greenfield Union offers students a curriculum with instructional strategies and assessments that ensure all students learn, utilize of state-of-the-art computer labs, and academic support that leads to successful student achievement. PK-4th students are housed in the Early Childhood Learning Center, while the school's older students, 5th-8th grades, are housed in the main building. The separate facilities allow teachers and staff to have an even greater impact by providing more specialized attention and care to each and every student. Students engage in learning through the implementation of many field trips both in and out of the school. The students attend many educational trips every year that are aligned to the state standards and curriculum. We have been awarded several grants that are supportive to a healthy eating and living life style. Students utilize a state of the art workout room that was awarded to Greenfield Union. Various staff, students, and classrooms were featured in an AFT video that was done in recognition of teaching and learning that occurs in the classroom. In addition, our students were recognized for their academic accomplishments during a tribute breakfast celebration sponsored by the Detroit Tigers and GoodFellows. Students are engaged in learning about other continents, their culture and traditions, artifacts, and geography as a part of our "Annual Around the World" festivities has led to an appreciation for cultural diversity. Students unite and become empathic to cultural and ethnic diversity through their research, knowledge, and implementation of various performances and concerts throughout the year.

Teachers and administrative staff at Greenfield Union continuously research, create, evaluate, and adapt best practice instructional strategies to ensure learning for all students and meet their needs. We will use ongoing assessments (formative and summative based on current data) that considers all learning styles and includes multiple levels of thinking as instruments to design and adapt instruction that ensures quality learning.

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Reform Team Personnel:

Beverly Campbell, Principal, beverly.campbell@detroitk12.org

Geraldine Chestnut, Academic Engagement Administrator, geraldine.chestnut@detroitk12.org

Rudaina Kainaya, Instructional Specialist (Science), rudaina.kainaya@detroitk12.org

Anna Knott, Special Education Teacher, anna.knott@detroit.k12.org

Ethel Jones, Ed.MSU Intervention specialist, Joneset@@MSU.edu

Kimberly Jenkins, Community Representative

Jerome Williams, Parent

PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

In a survey of our staff, Response to Interventions and Professional Learning Communities, were identified as strategies to improve student performance in many subjects schoolwide.

Our first big idea is the implementation of Response to Intervention (RTI). Our second big idea encompasses the development of Professional Learning Communities (PLC). The staff at Greenfield Union is going to continue to work on strategies that will help students improve. According to our four year proficiency trend data, there is an overall decline in student proficiency level in all content areas.

1. All staff will implement Response to Intervention (RTI) strategies for all students as identified through the Instructional Learning Cycle process. Forman, Francis, & Fletcher, (2008) have used strong research designs and found that the quality of the curriculum and the explicitness of the instruction led to improved student learning and reduced future student failures. RTI encompasses three tiers that address the students needs.

A. Tier 1: Following the pre-test instruction that takes place with all students are grouped based on the student needs in the classroom. Teachers will differentiate instruction to meet the needs of students who have different learning styles. Differentiated Instruction involves providing students with various avenues such as processing, constructing, or making sense of ideas. Differentiated instruction allows teachers to develop lessons that utilize tangible items that allow the students to use various manipulatives to ensure that all students learn effectively, regardless of their learning styles.

B. Tier 2: Students who are not making adequate progress will receive additional support and instruction by the classroom teacher or specialist that focuses on supporting and extending Tier 1 instruction with extra time, intensity, focus, and collaboration aimed at helping the student to be successful. Instructional staff should also integrate technology into classrooms to help students meet the benchmarks. Computer assisted instruction increases focus and motivation by providing a context for the learner that is challenging and also stimulates the learner's curiosity.

C. Tier 3: Students will receive a more individualized and intensified instruction from the specialist outside the classroom. Students that do not show adequate progress with Tier 3 interventions will be referred to the RCT Team for evaluation and/or further recommendations.

2. Professional Learning Communities (PLC) based on the Instructional Learning Cycle will help our teachers share and learn from one another. According to Dr. Richard and Rebecca DuFour (2006), if schools are to improve staff must develop the capacity to function as professional learning communities. If schools are to function as professional learning communities, they must develop a collaborative culture. If schools are to develop a collaborative culture, they must overcome a tradition of teacher isolation. If schools are to overcome their tradition of teacher isolation, teachers must learn to work in effective, high performing teams. Staff members will dialogue with colleagues about intervention strategies that work and disaggregate data to improve instruction as a team. This is an ongoing process enabling teachers and administrators to work collaboratively to seek, share, and act upon their learning, the goal being to enhance their effectiveness as professionals for students' benefit. The teams will set benchmarks for each content area based on student data. The learning communities meetings will occur every two weeks for 1 hour. Based on the data findings teams will identify specific content, develop a pre-assessment, share and discuss high-yield strategies, implement the strategies, post-assessment, examine data, examine student work, determine re-teaching needs. Students who are not proficient will receive additional RTI support.

Tier 2 during the third year. Teachers will receive in-depth and on-going professional development on Response to Intervention.

Administration, school leadership team, instructional specialists, district staff, and consultants will provide the development and implementation of Professional Learning Communities and Response to Intervention.

State what data were used to identify these ideas.

The data that our school used was based on the results from the MEAP scores 3-8, Benchmark assessment, DIBELS K-3, Renaissance Learning, pre-and-post curriculum tests, classroom assessments, project based student performance, standardize assessments, and MAP. These will help guide the transformation process for our school in providing a framework for teachers to use as they design and implement appropriate lessons and interventions for students. Staff will use data and technology tools to achieve lasting improvement in student performance. The information we get from the data is the foundation for implementing the Big Ideas.

The following data table shows our Reading Proficiency Levels based on the MEAP scores for grades 3 through 8 and DIBELS for grades Kindergarten through the third grade for school year.

DIBELS (Reading)

Grade	Subject	Proficiency	Year
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Kindergarten	Reading	41%	2011
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1st	Reading	39%	2011
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2nd	Reading	29%	2011
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MEAP RESULTS (High to Low, 2008 - 2011)

Grade	School Year	Test High	Low	School Year
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3rd	2010	MEAP Reading	68%	24%	2008
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4th	2011	MEAP Reading	45%	17%	2008
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5th	2009	MEAP Reading	53%	20%	2008
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6th	2009	MEAP Reading	60%	24%	2011
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7th	2010	MEAP Reading	31%	17%	2011
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8th	2009	MEAP Reading	57%	21%	2011
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In conclusion, students in grades three through eight were performing higher in Reading at the lower grades than at the upper grades.

The following data table shows our Math proficiency levels based on the MEAP scores for grades 3 through 8 and DIBELS for grades Kindergarten through the 2nd Grade.

MEAP RESULTS - MATHEMATICS (High to Low, 2008-2011)

Grade	School Year	Test High	Low	School Year
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3rd	2008	MEAP Math	34%	19%	2011
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4th	2009	MEAP Math	40%	3%	2011
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5th	2009	MEAP Math	23%	2%	2011
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6th	2008	MEAP Math	27%	2%	2011
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7th	2009	MEAP Math	13%	0%	2008
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8th	2010	MEAP Math	9%	0%	2011
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In conclusion, there has been a decline in student proficiency at all grade levels. Review of our school data shows that there is no significant difference in the proficiency performance in students with disabilities, gender, or socio-economic status.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

The District believes that high impact school leaders are on the most influential levers in improving student achievement. High impact school leaders possess a sophisticated level of knowledge and skill required to successfully improve the work around teaching and learning.

Transformational school leaders, however, must also possess additional core competencies required to effectively address unique issues that are characteristic of persistently failing schools.

Therefore the District will take the following actions to ensure Priority School is assigned a high-impact turnaround/transformational leader:

The District will conduct individual principal performance reviews to:

Assess each principal's performance relative to expected outcomes

Provide critical formative and summative feedback to inform each principal's work on how to effectively use resources to improve teaching and learning

Determine professional growth needs and required district support

Provide personal self-reflection and continuous professional learning

Determine which principals meet the core requirements of a transformational leader

In preparation for each performance conference, each principal will be required to bring supportive evidence to discuss the following requirements;

1. Describe the work that has been done to support improved teacher instructional practice.
2. Describe the work that has been done to improve learning for all students. (ELL, special needs students, etc.)
3. Describe how data and assessment is used in their respective buildings to drive continuous improvement in teaching and learning.
4. Describe how monetary, human, and community resources are maximized to support who school improvement.
5. Describe how the principal engages parents and community members in efforts to improve student achievement.

Beverly Campbell was assigned to Greenfield Union as principal in August of 2005 and does not meet the two year rule. However, at this point, we believe that she will be able to successfully fulfill the requirements of the high impact leader necessary to transform Greenfield Union School. A rigorous assessment process was conducted and resulted in the hiring of staff that will be able to make a positive impact on student achievement. Principal Campbell has set high performance goals for the staff, parents, and students and has already guided the prioritization of activities to achieve greater student success.

As requested, Principal Campbell's attribute include:

- 1) A sense of purpose: During our opening of school's meeting, she clearly stated the values and expectations of MDE, DPS and her personal commitment to the students and families of the Greenfield Union community. She has high expectations for the teaching and learning processes here at our school. There is a shared vision with all stakeholders and a greater emphasis on instruction, professional development, and the use of data to evaluate students' progress. Principal Campbell makes it her top priority to understand the strengths and needs of her teachers and students and knows what is happening in our classrooms.
- 2) Justice: Plans are in place to hold everyone in our school accountable to common standards. In collaboration with our leadership team, rules and procedures have been established that are clear, firm, fair, and consistent. She religiously incorporates walk-through observations, monitors, and provides constant feedback to improve teaching and learning.
- 3) Temperance: Principal Campbell has consistently maintained a proper balance of emotions. Although faced with many real-life challenges in her job, Principal Campbell has dealt with them with a professional attitude. Principal Campbell works with the students and their families in problem solving with passionate advocacy.

4) Respect: The dignity of each individual is a concern for Principal Campbell. She has treated all members of the team with respect and

ensures that all stakeholders treat one-another similarly, regardless of their differences.

5) Empowerment: Principal Campbell is very knowledgeable of current best-practices and is confident in her abilities to make decisions, raise questions, and see new possibilities in the best interest of our students. She assisted our students and their families in making better decisions regarding achievement issues, attendance, home environment, and involvement with gangs.

6) Courage: Leaders are paid to set direction, not wait for direction to emerge. They have to be willing to follow their convictions and bring their organization to new places. Principal Campbell finds ways to implement good ideas, rather than accepting the status quo and is creative in problem-solving and approaches challenges with courage.

7) Deep Commitment: Principal Campbell has a deep commitment to the Greenfield Union staff and students. She works relentlessly for the advancement of the school's missions, and well being of everyone involved. She collects data and documents the findings through the use of data walls. She plays an active role in planning and supporting instruction that is appropriate for all students, and ensures that school time and resources are focused on the student achievement. She also understands that a partnership between all stakeholders is required in order to accomplish our goals. She has developed many ideas to increase parental involvement and community engagement at Greenfield Union.

Beverly Campbell has the skills and capacity to create a culture of change and meet the needs of our students. Ms. Campbell is valued as encouraging, hardworking, and a strong transformational leader. Student success is her top priority. We believe she has the competencies to make a significant effect on student achievement. The final decision of the selection for the Greenfield Union Principal will begin with a job posting in April, interviews in May, and a selection made by July 1, 2013.

Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor.

Evaluation Process Development

The original administrative evaluation of tool utilized by Detroit Public Schools was reviewed after receipt of the MCEE Final Recommendations. It was determined that the tool needed to be updated with components aligned to the administrator evaluation recommendations. The components that were sustained include the Initial Goal Setting and Mid-Year Review of Goals. Below you will find a timeline for the development, implementation and inclusion of the additional components that were added to the tool. The initial goal setting was based upon the School Improvement/Reform-Redesign Goals that were submitted in the School Improvement Plans.

Timeline for 2013-2014 Evaluation Implementation:

August 1, 2013 to September 1, 2013 - Review of School Improvement Plans and Updating School Improvement Goals

September 1, 2013 - Principals submitted School Improvement Goals (The goals set in the School Improvement or Reform/Redesign plans are the basis of the indicators used in the administrator evaluation tool used in Detroit Public Schools.)

October to December 2013 - Review Collection of Data (Assessment, Observation, Attendance, Diagnostic Reviews, Teacher Observation, and Student, Parent, Teacher Survey Data)

January to February 2014 - Mid Year Review and Collection of Feedback (Principals will meet with their supervisors to review the school improvement goals. They will also have an opportunity to provide feedback on the process for providing progress, evidence, and artifacts towards meeting their goals.)

March to May 2014 - Review of Data Collection (Principals will continue to review assessment, School Improvement Progress, attendance rates, and Assessment, Observation, Attendance, Diagnostic Reviews, Teacher Observation, and Student, Parent, Teacher Survey Data. Monthly meetings will be held with Assistant Superintendents to analyze the data collected. Verbal and written feedback will be provided to the principals on the data collected which will include recommendations for any areas of concern.)

June 2014 - Final Summative Evaluation Conducted

Final Summative Evaluation will consist of the following measures:

- 1) Continuous Improvement Practices - An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- 2) Instructional Leadership - An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- 3) Managerial Leadership - An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- 4) Organizational Leadership - An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interest and needs, and mobilizing community resources.
- 5) Professional Ethics - An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Detroit Public Schools will continue to update the Administrative Evaluation Tool as recommendations are provided by the MCEE.

In April 2012, principals, teachers, and DFT representatives attended evaluation process development and informational sessions with the District. This information was shared with the staff, they reflected on this, and then submitted their comments to the district for consideration. Once the principals received the final copy it was reviewed with staff.

Evaluation Process/Tools

The District introduced to teachers and leaders PD 360, a new evaluation process that's based on a set of professional standards that define effective teaching and leadership, student achievement, and continuous improvement and accountability that reflect on the interdependence of evaluation, professional development, and accountability. Assessment of staff is based on defined performance standards that are connected to student performance outcomes. Professional development and support are directly linked to performance standards, and teachers and leaders must be held accountable for these expectations.

Teacher Evaluation Tool/Process

The Detroit Public Schools Academic Plan puts the needs of children front-and-center and lists teacher effectiveness and accountability systems. Excellent teaching must be at the center of successful schools and must be supported and developed over time to achieve greater results with their students. Individuals at all levels play a crucial role in this process to uphold rigorous standards for teaching and support teachers to attain it. Ensuring that our students have the best teachers from their first day until they graduate is a critical responsibility we share.

Our belief that all students can achieve at a high level drives every action that we take for their success. We recognize that in order to make our school excellent, we must understand our common goal, continuously and objectively assess our progress as individuals and teams, and take strategic steps to improve. Our new Teacher Evaluation and Professional Development System put us on a path to accomplish the ambitious goals set for the district, its employees, and most importantly our students.

The rubric upon which all evaluations are based sets clear, rigorous expectations across multiple levels, and contains recommendations for professional development in cases where teachers demonstrate needed growth. All teachers will receive regular feedback, and have opportunities to engage in meaningful one-on-one and small group professional development.

In Detroit, teachers are valued immensely and are keenly focused on teacher development. Success requires partnerships at and across levels; between teachers as peer evaluators, between principals as collaborators and thought-partners, and between principals and teachers. Only by creating a culture built around a common understanding of what good teaching is can we expect our teachers to flourish and our students to achieve the high standards we hold for them.

The Teacher Development and Evaluation Rubric

To ensure that we are assessing quality teaching with most rigorous standards, the district will weigh a teacher's evaluation as 60% of the

total score. The Teacher Development and Evaluation rubric is designed to comprehensively define "excellent teaching" and provide a common language through which we can discuss, evaluate, and professionally develop our school-based staff to improve year after year. To evaluate teachers objectively, the district will weight appropriate standardized assessments (MEAP, MME, district quarterly benchmark assessments) as 25% of the evaluation score. MEAP scores will be tracked and for teachers in MEAP-assessed subjects, the district will analyze trends in students' scores and assess improvement over previous years. Teachers whose students consistently improve in standardized assessments will be rated favorably; and those who do not improve will be rated unfavorably.

Principal Evaluation Tool/Process

Effective school leaders are critical to improving teaching and learning and for creating the necessary structures and systems required to effectuate this work. Developing the capacity of school leaders to support improvements in teaching and learning, requires that principals have access to meaningful professional learning opportunities aligned to core competencies that define effective leadership and also meet the learning needs of each principal. The Principal Evaluation System is a core element of leadership professional development. To that end, in January 2013 the District will work on improving this system, in collaboration with a focus group of school principals that is based on a continuous improvement model and shared accountability for student learning and achievement. The primary purpose of the evaluation system is to improve the capacity of the principal to improve teaching and learning by creating a shared vision of effective leadership, providing meaningful feedback to principals that support the refinement of their work, providing qualitative and quantitative data that drive the design/adjustments of the comprehensive principal professional development plan, and by creating a system of accountability.

In August 9, 2010, the District revamped principals' employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement. Article VIII of the District's Administrative Employment Agreement provides that salary step advancements and annual performance reviews will include, but not be limited to, the following achieving prescribed student performance targets, managing general purpose, school-based and federal budgets, student attendance goals, suspension/expulsion goals, graduation goals, implementation of program recommendations as a result of school diagnostic reviews, satisfactory completion and implementation of SIP academic plans, participation and engagement in professional development opportunities, and establishing a leadership team focused on strategies to dramatically increase student achievement as measured by national, state, and District assessments. Lastly, the principal's evaluation and resulting salary step advancement (i.e., compensation) and contract renewal will be aligned with the 25% student growth as a minimum target for equity and consistency for instructional staff and based upon their performance with respect to the above indicators.

PD 360, used since June 2012 is a part of the teacher evaluation plan to develop, refine, and reflect upon teaching practice in academic skills, student growth, classroom management, and educator responsibilities. This system allows teachers to access educational videos on a wide-array of topics including pedagogical and instructional strategies. Teachers and administrators are able to create digital-portfolios and track their professional development. Principals in-service their teachers on the evaluation process and request them to complete a Professional Learning Plan or utilize My Portfolio through the use of PD 360. During the course of the year the principal will conduct an evaluation generated by the District, or pre-designed observations checklists prepared by the staff, on all teachers. The observer will review the observation and use the data to organize a structure to create a high impact development plan with the teacher, make recommendations, and sign the Professional Learning Plan (PLP). Teachers are provided with support and assistance, recommendation of PD 360 videos, or attend workshops that address the needs for professional growth and are given opportunities to seek growth, develop, and meet high performance standards. All teachers are encouraged to continue implementing their PLPs, collecting artifacts, and document data. The principal utilizes at the End of Year Teacher Evaluation form and determines an element summary score and effectiveness rating based on the artifacts, data, and documentation collected and provided by the teacher as evidence for each core element, attendance, discipline information, and contributions and accomplishments. The utilization of PD 360 will be reflected in the students' performance as teachers improve upon their teaching practice in academic skills, growth, classroom management, and other educator responsibilities.

Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.

Detroit Public Schools assures that an administrative evaluation that is aligned to the domains mandated by MDI and developed by an internal team will be developed and implemented by August 2013. DPS ensures that schools will receive an ongoing intensive assistance and related support from the district, ISD, Michigan Department of Education, and other designated external partners. The district has established an Office of School Turnaround that includes an assigned Assistant Superintendent to the Office of School Turnaround, an instructional specialist that provides coaching in data-analysis, planning schedules, student engagement, and strategic family/community planning and an Office of Procurement and Logistics to assist schools in aligning resources that support improvement. DPS will provide intensive monitoring that utilizes a tiered approach to monitor frequent visits, data reporting and formal quarterly benchmark meeting. Monitors will evaluate progress and provide guidance in meeting student achievement goals, provide professional development, and technical support.

The principal's tenure is determined by the District Employment Agreement with principals and is determined by certain specified performance indicators, particularly student achievement. The annual performance reviews determines the salary step advancements for principals. Performance reviews include, but are not limited to achieving prescribed student performance targets set by the District as measured by the state examinations/assessments; Management of budget (general purpose, school-based, federal), student attendance goals, suspension/expulsion goals, graduation goals, thoughtful implementation of program recommendations as a result of school diagnostic reviews, satisfactory completion of SIP academic plans, including SIP, and academic achievement, participation and engagement in prescribed professional development opportunities and establish a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state, and District assessments.

Decisions regarding the removal of ineffective leaders, salary advancement (i.e., compensation), and contract renewal will be based upon their performance with respect to the above indicators and the attached administrator performance tool.

As Greenfield Union School moves toward incorporating its Big Ideas of developing a Professional Learning Community and applying a Response to Intervention to students, it will be important to consider the needs and make-up of the instructional staff. The school will identify and consider peer nomination, parent, and student comments and reward its staff members who have supported increases in student achievement. Staff members who demonstrate consistent "on task" performance based on walk through visits, student achievement progress, and innovative teaching strategies will be recognized. Staff members who achieve success on the DPS Evaluation Plan will be retained for annual teaching assignments. Staff is recognized for their consistent student success on testing measures, i.e., MEAP, DIBELS, ILC (Instructional Learning Cycle), and MAP. Staff who use high yield, research based strategies, data charts/walls, technology as an instructional support, and student conferencing will be noted. School leaders, SIT members, students extra-curricular sponsors will be acknowledged. Quarterly scores and levels can be used to determine staff eligibility for rewards determined by the district and the school budget.

Staff will be recognized based on data that monitors and presents students achievements, accomplishments, and growth in all subject areas. Teachers will be rewarded with certificates, school supplies, teacher assignment roles, verbal and written recognition, designated parking space, noted in weekly/monthly newsletters (school newspaper or neighborhood paper) or in staff notes, pictures posted, hallway named after teacher, i.e., Campbell's Way, Teacher Appreciation (weekly, monthly, quarterly, yearly), and through the recognition to the PACSA parent group and community representatives.

Detroit Public Schools Educator Evaluation Process provides a mandatory model for evaluating teachers and administrators. This professional growth model, aligned to Charlotte Danielson's Framework for teaching, allows teachers to reflect, assess, discuss, and refine their teaching practice. This is a collaborative model that is based on feedback from administrators and teachers. This evaluation determines the effectiveness of teachers and school administrators ensuring that they are given ample opportunities for promotion, retention, teachers and school administrators' development, providing relevant coaching, and instructional support. The Detroit Teacher Evaluation is comprised of multiple measures. Observations are just one part of the evaluation. Teachers are also encouraged to complete a Professional Learning

Plan, collect data and artifacts to provide evidence of their effectiveness for each of the elements of the evaluation system.

Ineffective staff will be removed based on a joint decision made by the principal and district. Prior to being removed, a staff member will be provided with ample support and opportunities to improve. The principal will recommend that staff members attend workshops, i.e., classroom management, workshops that target specific skills needed to enhance their professional practice. All the opportunities and support a staff member is provided with are documented and recorded. Teachers will receive an evaluation rating and that will have an impact on their job renewal. The teacher evaluations are administered throughout the year several times in order to judge a teacher's effectiveness. If a teacher continues to be ineffective after receiving support, the evidence will be submitted to the district where the final decision based on the district's policy stating that all teacher personnel decisions shall be based on retaining effective teachers in accordance to the Michigan Revised School Code is considered. The effectiveness of a teacher is measured in accordance with the District's performance evaluation system and shall be based on the following factors: individual performances, evidence of student growth, and demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, classroom management; and consistent preparation to maximize instructional time. Factors of a person's accomplishments and contributions above the normal expectations a teacher demonstrates, the rapport a teacher has with students, parents, and other teachers, the teacher's attendance, and disciplinary record are also used as a part of this evaluation process. As a part of this rating process, each teacher will receive a performance level rating at the end of each school year. An ineffective teacher may not be retained for future service. Staff will be identified and recognized continuously throughout the next three years.

Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

The success of implementing the Big Ideas to support the Transformation Plan at Greenfield Union during the next three years will hinge on the ability to infuse professional development in the daily staff schedules. Promotion of professional growth in the development and use of data, i.e., collection, analysis, planning based on the data, instructional delivery based on the data for teaching staff members will be a key issue for the leadership, SIT, and teaching staff members to maintain in the forefront. As a Professional Learning Community, the school will focus on incorporating staff shared learning experiences and improving teaching in all aspects of its planning and implementation. The school will utilize its DPS mandated 44+ hours per year of professional development time to focus on developing and enhancing a PLC and making RTI a regular part of daily instruction. A formal calendar has been developed and will be utilized. Staff members with successes in developing high yield strategies to improve achievement will be asked to collaborate and share strategies with the staff. Additionally, the 2+ hours of bi-weekly staff meeting time will be devoted to grade level and content collaboration to address the Big Ideas. Special funds, i.e., Title 1, will be utilized to support professional development beyond the school day. The central focus will be to understand and develop strategies to implement the Big Ideas.

The use of data to drive instruction will be emphasized by insuring that all staff members participate in the Instructional Learning Cycle during the 2012-13 second semester. The professional development opportunities teachers will be provided with are based on PLC, RTI, and from data results from the areas of reading, math, writing, social studies, and science. Additionally, staff member will be expected to demonstrate their involvement by displaying data, conducting conferences with students to discuss their progress, informing and involving parents in the students work. The leadership team will be available to visit classroom to monitor progress, provide support as needed, and track the staff's progress through the implementation of four classroom observations during the school year. Curriculum specialist will support staff members as needed. Central office staff members, vendor representing innovative practices will be invited to present ideas/products to enhance teaching and learning. Teachers will also be provided specific professional development based upon classroom observations and the

identified areas of need. The observer will review the observation documentation and will use the data to organize a structure to create a high impact development plan with the teacher. Teachers will view PD 360 videos or attend workshops that address each individual's needs pertaining to their professional growth. They will be given recommendations to seek growth opportunities, develop, and are expected to meet high performance standards. All teachers are encouraged to continue implementing their PLPs, collecting artifacts, and provide data documentation.

Technology competency will be essential to the success of implementing the Big Ideas. Staff members who need technology support will be assisted by local staff as needed. Plus, during the staff meeting time, technology updates will be shared. Staff members will receive feedback from the quarterly observation by the school leadership that refers the teachers to utilize the PD 360 videos to view different strategies to enhance their teaching presentations. Staff members will be expected to develop PDP that will allow them to focus on their individual developmental needs.

The school leadership team will receive professional development to broaden their leadership skills as instructional leaders, i.e., supporting staff members to become more reflective, maintain accurate records, grow and develop professionally, demonstrate professionalism. DPS adopted district wide common assessment (NWEA-MAP) to enable staff to diagnose, monitor, and increase student achievement through the utilization of data to indicate individual student needs. Staff member will share information during staff meetings, common relief time to enhance their skills in utilizing this student based test.

Finally, all decisions for the professional development will be based upon the building-level and staff members needs combined with an analysis of the data collected from various standardized assessments. Professional development activities will be aligned to the State Professional Development Standards. The leadership team along with the SIT will be the driving forces in spearheading, maintaining the focus and supporting staff members as they apply the professional development plan in the daily life of the school. See the attached PD calendar.

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates.

Our school works in conjunction with Detroit Public Schools (DPS) Talent Acquisition Department, (TAD) in the development of promotional opportunities and career growth as well as enhancing flexible work arrangements to meet the needs of staff.

The District has a strategic focus on recruitment with most activities supplemented through face-to-face recruitment visits concentrated on new sources for applicants such as job fairs, presentations at teacher training institutions, and regional meetings are typical. The partnership between the school, district, and TAD will enhance and expand on its community to recruit highly qualified effective teaching staff.

Project Pathways Transition to Teach Grant Program

A partnership initiative between Wayne State University (WSU), the Detroit Public Schools (DPS) and the Detroit Federation of Teachers (DFT) designed to expedite the opportunities for current non-certified employees to obtain teacher certification and ultimately increase the certified teacher pool for the district. Project Pathways will assist the Transformation Schools in increasing the pool of qualified teachers.

Michigan State University's Urban Immersion Teacher Program

Designed as a seven-week immersion experience, fellows work with the DPS Transformation Schools, youth and families. The intent of this collaborative effort is to facilitate the readiness of teacher candidates to provide future leadership in urban education; which will facilitate access, by DPS, to a talent pool for future employment recruitment. All fellows are assigned a master teacher/supervisor, engage in orientation and reflective seminars, as well as receive in-depth exposure to DPS, Transformation Schools, community and resources.

District-university Student Teacher Program

The Student Teacher Program is designed to attract pre-service teachers from the Detroit-area universities, as well as in and out-of -state schools of education, by offering support through the final phase of the traditional teacher certification process. They are lead and mentored by Transformation School's Cooperating Teachers. Greenfield Union will continue to utilize student teachers. Staffs move from non-certified positions to become student teachers, and finally continuing their educational growth to become certified teachers. Greenfield Union leadership and staff will continue to support student teachers in their career growth.

Promotional Opportunity/Career Growth

Greenfield Union will continue to provide its teachers with numerous opportunities for promotion and career growth in regards to the advancement of Teachers. Staff is given opportunities to carry out Administrative responsibilities. Growth and Career Opportunities include Cooperating Teachers, Coaches, Instructional Specialists, Instructional Technologists, Academic Engagement Officer, Assistant Principals, and Principals. Several staff members have been promoted, i.e., teacher to Academic Engagement Officer and instructional specialist.

Flexible Working Conditions

Transformation Schools with the support of the District's Compensation and Benefits Department will enhance retention strategies by re-evaluating the existing compensation program and determining inequitable practices and making adjustments as appropriate. There are plans for the incorporation of a wellness program, addressing the needs of the District's aging Teacher population. Additional efforts are being made to enhance the existing Family Medical Leave program, through the incorporation of earned vacation time for absences occurring within such a period. Continuous use of the sick leave donation program will assist with retention efforts for Teachers struggling with medical related factors.

Additional retention successes are expected due to the modifications of Teacher Performance requirements thereby ensuring that highly effective Teachers are placed within the District, ultimately positively impacting the environment for staff and students.

At the local school level, the principals interview potential staff and often use that opportunity to promote their school. Greenfield Union bestows an environment and climate that is conducive to learning, provides administrative support, and provides many professional development opportunities and growth impacting the retention of teachers positively.

Building Climate:

At Greenfield Union, the teachers are provided with the opportunity to work in an environment that is orderly, safe, clean, and that is favorable to learning. In addition, Greenfield Union provides a well developed mission, vision, and discipline policies that are followed by all stakeholders.

Work Hours:

Schools have minimal input in determining work hours/school hours. However, at the school level, the Principal may have some leverage/autonomy in working with support staff to determine work hours according to the needs of the school, students, and staff members.

Collaboration/Input:

Teachers at Greenfield Union feel like they are an integral part of the school. The teachers help, support, and encourage teacher collaboration and input in decision making, engage in opportunities for reflective practices, and are supportive of "thinking outside of the box" in order to raise student achievement.

Administrative Support:

The administration supports the climate of the building creating a positive teacher morale, student success, and teacher retention. The administration makes the use of purposeful strategies to retain highly qualified and satisfied teachers at the school as a top priority to ensure student success. Ms. Campbell is passionate about the mission and the vision of the school, uses open communication with staff, encounters challenges positively, is flexible, models strategies and norms, celebrates and rewards success, encourages school wide teaming, and has a sense of humor.

Professional Development:

To meet the needs of our students, opportunities for professional development (in/out of state) are high on the list. High Impact Professional Development is available for all. In school, we provide job embedded into our Weekly staff meeting schedule days for grade level, content meetings. Professional Development opportunities, workshops, and District provided Professional Development. According to Douglas B.

Reeves author of Professional Development, Student Results; High Impact Professional Learning involves (1) a focus on student learning/data (2) rigorous measurement of adult learning decisions and (3) a focus on people and practices (best practice strategies, thinking outside of the box) not programs.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Specify how the school will use data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

All types of data, i.e., formative and summative, demographic, achievement, perception, and process will provide clear cut evidence on the success of the instructional program and the implementation of the Big Ideas. Data will be gathered from several sources, i.e., MEAP, DIBELS, Accelerated Reader/Math, NWEA-MAP, Instructional Learning Cycle (ILC), attendance records, and parent contacts. Individual staff members, the instructional and support staff as group will review and analyze the data for strengths and area of needed improvement. Keeping the focus on the Big Ideas, staff members will consider next steps in developing a plan to address student individual needs and maintain gains in achievement. Reflection, Best Practices, research based strategies, use of technology and innovative ideas will be considered. Individual classroom instruction utilizing high yield strategy from data will occur. Instructional staff will administer a measure to insure students have acquired the learning skill at a proficient level. In addition, staff will carry out data dialogue between interventional specialist, staff members, teachers, students, and with parents.

Teaching staff members will be expected to monitor the students learning based on the data collection and study. Staff member may conduct "dip stick" measure to indicate progress. This collaboration will occur during school day embedded grade level meeting time. If professional development is needed to clarify issues, it will be provided by local staff, a visit to an off -site classroom or use of the PD 360. The school will implement the common core standards at every grade level in all the content areas. The NWEA-MAP (Measures of Academic Progress); a District-wide common assessment instructional program that is research based and aligned to the state standards, will be administered three times a year. NWEA-MAP will enable staff to diagnose, monitor, and increase student achievement by the use of data. Curriculum and instruction will be modified and instruction enhanced by individualized lessons to help improve student skills in reading, language arts, science, and math. We also look at data and target areas in which we need to improve on through lesson plans, class work, homework assignments, instruction, and activities to help students succeed and master the common core standards.

Describe how the school promotes the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.

The staff at Greenfield Union is currently looking at formative and summative student data in order to inform and differentiate instruction to meet the needs of all students. Staff will be trained on the use of data in order to increase student achievement by providing them with professional development opportunities, workshops, webinars, and consultants or scheduled speakers during our biweekly grade/level and content meetings and professional development days scheduled throughout the school year. The implementation on the usage of data to meet individual student needs will be emphasized in August 2013. Response to Intervention, one of the school's Big Ideas, requires staff members to consider each students previous successes and deficits based on data. After the data has been collected and analyzed, the real work of teaching and learning will commence. A teaching/learning plan will be developed to insure the students' acquisition of the desired skills. This may include targeted instruction, continued monitoring of skill acquisition "dip sticking", student/teacher conferencing, parental support, high yield strategy use, technology, and implementation of other tools. The students will be tested at the appropriate time for proficiency level. If proficiency is achieved, the students will move to the next level. If proficiency is not met, students will receive more target instruction and additional testing to measure their skill acquisition level. The strategy cited is the result of collecting and analyzing formative data. Summative data and MEAP results will be studied and that data will be used to determine teaching and re-teaching of content.

Additionally, staff members will be expected to participate in the Instructional Learning Cycle (ILC) four times per school year. Staff member

will be asked to collaborate and select instructional areas from the common core that need attention, develop a pre-test to measure the students present skill level, present high yield instruction with "dip sticking" for a period of time and administer a post test to compare the results. Staff members will study the data and make decision based on the data. The cycle will resume as needed. The NWEA-MAP, a researched based instructional program aligned to the state standard will provide quarterly data to confirm student's level of achievement in ELA, math and science.

Staff will collaborate during PLC meetings and learn how to access and analyze achievement data to support their class instruction. Teachers will focus on instruction based on the individual student's needs. Teachers will individualize class instruction by utilizing up to date data. This will support differentiated learning to accommodate the different learning modalities. Classrooms will be designed to embrace centers based on the data to enhance creative and fun learning, class work, homework assignments, projects, field trips and activities that will enhance students learn and success. Professional development support will be provided as we implement our PLC and embedded staff professional development.

The RtI approach to instruction designed to support students will be implemented through this three step tier.

A. Tier 1: Following the pre-test instruction takes place with all students grouped based on student needs in the classroom. Teachers will differentiate instruction to meet the needs of students who have different learning styles. Differentiated Instruction involves providing students with various avenues such as processing, constructing, or making sense of ideas. Differentiated instruction allows teachers develop lessons that utilize tangible items that allow them to manipulative so that all students can learn effectively, regardless of the ability differences they may have.

B. Tier 2: Students who are not making adequate progress will receive additional support and instruction by the classroom teacher or specialist that focuses on supporting and extending Tier 1 instruction with extra time, intensity, focus, and collaboration aimed at helping the student to be successful. Instructional staff should also integrate technology into classrooms to help students meet the benchmarks. Computer assisted instruction increases focus and motivation by providing a context for the learner that is challenging and also stimulates the learner's curiosity. Burst is an intervention for K-3 and Star Math for grades K-8.

C. Tier 3: Students will receive a more individualized and intensified instruction from the specialist outside the classroom. Students that do not show adequate progress with Tier 3 interventions will be referred to the RCT Team.

The MSU Intervention Specialist will provide assistance in analyzing data to increase student achievement. We will also use PLC time to read and discuss Data-Wise by Katheryn Parks and other information regarding data dialogues, data walls, and using data to focus on targeted skills.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year (specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers.

The success of the transformation plan at Greenfield Union School will result from different approaches to utilizing strategies for increased and enhanced learning time in core academic subject areas. Staff members will be expected to seek new ways to acquire more powerful focused time within the allotted school hours. DPS in collaboration with the Detroit Federation of Teachers negotiate new contractual language allowing for operational flexibility with staffing, school calendar, school times, budgeting, professional development opportunities, and other operational duties that support the comprehensive approach to substantially increase student achievement and graduation rate. Extended day (6 hours per week) and extended year (4 weeks) opportunities will be offered to students who demonstrate the need. After school and school tutorial programs that emphasize the core curriculum will be offered to students. Parents will be notified of the benefits that students will acquire based on more time on tasks. Removal of the weekly common prep period of two hours per week and the reduction of the relief period will continue to provide more instructional and learning time. A total of 96 additional hours are used for classroom instruction due to the decrease in the number of teacher preparation periods and loss of the common prep on Fridays. Efforts will be made to incorporate learning in the students' daily routine at school, i.e., Brain Teasers, academic engagement and offerings during lunchtime and breakfast, leisure reading, cross age tutoring, instructional bulletin boards, student data awareness, and data dialogues among students, and students developing and completing short and long term learning goals. Additionally, at the local school, staff collaboration and awareness of the need to maximize the allotted time will create new approaches toward "extending" the school day. Teachers will have more time to collaborate and address ongoing instructional and assessment issues during content and grade level meetings that occur weekly for two hours. Allotted time for Professional Development opportunities during the school year is provided. The district has a total of six professional development days throughout the school year totaling to forty-four hours scheduled for professional development opportunities. Parents will be invited to attend and participate in Science and Math Family Fun Nights. Students and their parents will engage in reading and math learning activities in a fun and productive manner. In addition, the school year will be extended by an additional four weeks. Lastly, we use various community partnerships like the Catholic Grandparent program and the Reading volunteers to work with individual students on specific reading strategies and skills provided by the teacher.

Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.

Communication is a vital key to establishing an informative dialogue between home and school. Communication will be utilized through the use of a created school newsletter and automated robo-call to parents. Teachers will implement class specific homework policies that include homework sign-backs and checklists, a class syllabus, introductory letters, and letters of classroom updates. This will be posted in the classroom. Students will be recognized for their academic excellence as a part of the "Student of the Month." This will be done every semester for all students who have excellent citizenship, academics, and attendance records. The student and parents will be invited to attend a ceremony with an administrator to recognize and reward students and their parent/guardian for their efforts. Curriculum/Literacy night will demonstrate an active interest in the activities of school to their children which reinforces the importance of the school and learning. Parent Teacher Conferences are made mandatory and permitting phone conferences if necessary.

We will have students maintain a daily journal book that lists their daily work, any messages to the parent/teacher, and a list of homework assignments. Each day the student takes their book home to be signed by the parent and returned everyday throughout the year. This is the

child's assignment book that they learn to be responsible for and it serves as a daily communicator between the parent, child, and teacher. Parents are encouraged to attend school events such as the Annual Open House and Meet the Teacher Night. Seasonal Events like the holiday concerts, talent shows, a harvest party, and a Halloween Parade are some activities that will engage children, their parents, and the school in a positive atmosphere. Classrooms with the highest parental attendance will be rewarded with a class party. We will help build parental skills by providing them access to resources such as the parent resource centers and with a parent resource corner within our school with books, DVD's, etc, and providing them with help. Speakers will be invited to speak to share life skills such as banking and healthy livings. Staff will work with local businesses, i.e., Meijer's, Kroger to donate food gifts that could be raffled or distributed at parent-teacher conferences during the holiday season. A school-wide canned food drive run by volunteers, staff, parents, and students will be organized and redistributed for this purpose. The continuous use of volunteers from groups such as St. James tutors and Foster Grandparents help support student learning. Greenfield Union will establish a joint parent/teacher leadership team to coordinate volunteering activities in the school at the Parent Advisory Council on Student Achievement (PACSA) meetings. In addition, we will mobilize community resources by involving the Arab Chaldean Council (ACC) seeking resources they provide that are helpful to the school and support curriculum, i.e., tutoring and encourage parents to take advantage of these resources. We will continue relationships with the police and fire departments.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates.

As a school we will work together as a site based management school that consist of administrators, educators, parents, students, social workers, businesses, and community leaders collaborating for the benefit of Greenfield Union students. This group would help in making decisions about school policies, funding, data driven curriculum, and daily operation of the school. Some suggestions for site based management discussion consists of smaller class size, highly qualified teachers in all subjects areas, extended school day and school year, and providing the most current technology in all the classrooms and ongoing technology training for staff. Finally, hiring professional grant writers to obtain more funding that will be used to purchase equipment, materials, and updated books that will help influence students' success.

Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations.

The District has created an Office of School Turnaround which includes the following staff:

(2) Assistant Superintendent for Priority Schools - The Assistant Superintendents are responsible for the coordination of all Priority School support (external supports, such as WRESA Coach Support, SEA support, partner providers and others), monitoring, and evaluation required to fully implement the selected reform model. In addition, the Assistant Superintendents will be responsible for monitoring the effectiveness of the level and type of support provided by external supports.

Priority School Coaches - Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model and change the trajectory of student achievement. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendents for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school.

Grant Compliance Officer - The Grant Compliance Officer will support the District in determining how to effectively utilize the District set-aside to meet the individual needs of all Priority Schools.

The District is in partnership with MSU and Wayne RESA will provide ongoing, intensive technical assistance. We will use the services of the assigned School Improvement Facilitator (SIF) from RESA and an Intervention Specialist (IS) from MSU to weekly evaluate our teaching and learning practices, monitor students' academic progress and help to adapt lessons and teaching strategies in response to students' needs. The (IS) will provide advice on data implementation and data analysis. The data team will meet monthly with the IS and SIF to monitor the school's progress in executing plan components and adhering to timelines. The IS will provide coaching and feedback to help team members interpret and make changes based on data and develop their capacity to use data effectively. The IS will a) model data use and interpretation, tying examples to the school's vision for data use and our learning goals; b) model how to transform daily classroom practices based on data-driven diagnoses of student learning issues; c) assist staff with data interpretation by preparing data reports and related materials and finally d) train and support staff on using data to improve instructional practices and student achievement.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	Detroit Public Schools will weight appropriate standardized assessment in the first year as 25% of the teacher evaluation score is based on student growth. MEAP scores will be tracked for each student each year and for the teachers in MEAP-assessed subjects, the district will analyze trends in students' scores and assess improvement over the year. Those teachers whose studnets' consistently improve in standarized assessments will be rated favorably, those whose studnets consistently do not improve will be rated unfavorably. <u>Attachment:</u>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	<u>Attachment:</u>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	Greenfield Union has an extended day and summer school tutorial programs that emphasize the core curriculum. Greenfield Union also has several volunteer groups who come to the school weekly assist with instruction. These tutors assist individual students with math and reading weekly. Saint James Church members and Foster Grandparents from Catholic Social Service partner with Greenfield Union to assist at risk students. <u>Attachment:</u> <u>Attachment:</u>

<p>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</p>	<p>Yes</p>	<p>Greenfield Union provides students with opportunities to improve student learning by providing them with field trips, educational programs (ie: Great Lakes, DTE Energy, Greening of Detroit, Science Expo, various contest, Science Fair Seasonal Programs, Math Corp, Wayne State University Go-Girl, Go-Computing Day, Reading Core Volunteer, Greening Greenfield, Broadcast Team).</p>
<p>Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.</p>	<p>Yes</p>	<p>Teachers will have opportunities to to collaborate, plan, and engage in professional development during the weekly scheduled staff meetings throughout the school year. Content and grade levels meetings will be held biweekly alternating between grade level and content areas. In addition, there are six professional development days that are scheduled for the school year that will encompass improving reading, writing and math at all grade levels, development of Professional Learning Communities (PLC), and finallythe implementation of Response to ntervention.</p>
<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>Yes</p>	<p>Collective Bargaining Agreement - Current language is not available at this time. This will be addressed by the District.</p>